DOCUMENT RESUME

ED 292 892 UD 025 634

TITLE	Dropout Intervention/Prevention Plans and Activities. Report to Board of Education.
INSTITUTION	Denver Public Schools, Colo.
PUB DATE	Oct 86
NOTE	36p.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Administrator Role; *Dropout Prevention; *Dropout Programs; Educational Objectives; Elementary Secondary Education; High Risk Students; *Program Implementation; *School Community Relationship; Staff Role
IDENTIFIERS	*Denver Public Schools CO

ABSTRACT

In February 1986, a Dropout Prevention Office was created by the superintendent of the Denver (Colorado) Public Schools to develop a comprehensive approach to address the dropout issue. The Office was also to evaluate existing dropout efforts, and serve as a clearinghouse on dropout programs and information and as an encouragement to partnerships between the schools and the community. This report updates the accomplishments and activities of the Office as of October 1986. Parts 1 and 2 list the current and projected activities of the Office, including the following: (1) conferences; (2) development of a definition for "dropout"; (3) participation in the governor's task force; (4) meetings and testimony; and (5) institution of remedial and individualized programs, and a jobs program. Part 3 reviews the district's approach to solving the dropout problem. Part 4 is a list of recommendations for the continuation of the program. They include the following: (1) the community should be informed of the program; (2) an action plan should be developed; (3) principals should conduct a needs assessment survey; (4) a human relations training program should be explored; (5) policies and procedures for introduction and evaluation should be developed; and (6) the interventions must be focused at elementary and preschool levels. Appendices and a 44-item bibliography are included. (VM)

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DENVER PUBLIC SCHOOLS

Report to
Board of Education

Dropout Intervention/Prevention Plans and Activities

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Prepared by
Dropout Prevention Office

October 1986

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DROPOUT INTERVENTION/PREVENTION PLANS AND ACTIVITIES

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DROPOUT INTERVENTION/PREVENTION PLANS AND ACTIVITIES

Introduction

The Dropout Prevention Office was created by the Superintendent in February 1986, and given the charge of developing a comprehensive approach to address the dropout issue in the Denver Public Schools.

The office also was given the responsibility to coordinate and evaluate existing dropout efforts, serve as a "clearinghouse" on dropout prevention programs and information, strengthen and encourage partnerships between the School District and community agencies, provide support to existing Denver Public School dropout programs, and make recommendations to the Superintendent on an ongoing basis. By necessity this office coordinates its activities with the Assistant Superintendents of Instruction and other departments.

The purpose of this report is to give the Board of Education an update on the accomplishments and projected activities of the office, administrative and programmatic actions implemented to address the dropout issue, and an overview of the comprehensive approach for the District's dropout intervention/prevention program.

SECTION I

A. **Accomplishments**

. Dropout Conferences

In partnership with the Mayor's Commission on Youth and the Student Board of Education, the office held dropout conferences for the community, teachers, and students. The purpose of these conferences was to give individuals from each of these constituencies the opportunity to speak directly to the Superintendent and the Board of Education on their concerns about this issue. All sessions and issues raised were recorded and shared with all administrators. The data has been incorporated into the research data base for a comprehensive plan.

. Metropolitan Youth Education Center Program Review

Conducted a program review of the Metropolitan Youth Education Center and the Alternative Learning Center which led to a restructuring of both programs

. Governor's Dropout Task Force

Served on this task force (The JOBSTART Program at Emily Griffith Opportunity School is one result of this effort and involvement.)

. Colorado Department of Education 2 + 2 Dropout Task Force

Assisted in writing the goals and objectives of the Task Force and served on related subcommittees

. Mayor's Commission on Youth Employment and Education Task Force

Served on various committees to develop linkages with community-based organizations providing direct services to youth in the Denver area

. Hispanic Education Advisory Committee EC-3 Proposal

Worked with the Departments of Elementary Education and Instructional Services to incorporate EC-3 ideas and principles into Elementary Dropout Prevention Program

. Dropout Definition, Statistics, Data Collection, and Dropout Plans

- Developed a working definition of dropouts for accurate record keeping

- Set up procedures making weekly dropout statistics available to this office and to individual building principals

- Provided input into student profile being developed by Educational Management Information Services and the Department of Planning and Research

- Recommended that principals prepare individual school dropout action plans for their schools

. Research and Literature Search

Worked with University of Northern Colorado on the development of a research base for a comprehensive approach to dropouts which serves as a base for action planning

B. Other Activities

- Represented the District in numerous community meetings and forums

- Met with District School Improvement and Accountability Council to discuss dropout plans

- Participated in the Superintendent's meeting on dropouts with other Western Region superintendents

- Prepared reports for testimony at U.S. Commission on Civil Rights Hearings

- Raised issues related to attendance policies to get a resolution of District position

- Participated in Colorado Department of Education accreditation process

- Worked with Hispanics of Colorado to create the Colorado Coalition for Dropout Prevention

- Reviewed "Investment in Excellence," a human relations program currently being used in 12 school districts across the country

- Assisted in organizing the Northwest Coalition for Better Schools with K-12 principals and community, business, and church leaders as a model for the District

- Conducted inservice and awareness sessions on dropouts for schools and various departments

- Participated in DCTA/NEA Dropout Conference

C. Projected Activities

- Work with the Planning Department to define the dropout data collection procedures to be used 7-12 grades
- Work to establish and expand linkages with the social service agencies, community-based organizations, and the juvenile justice system
- Work with Colorado Coalition for Dropout Prevention to implement its parent involvement program
- Evaluate programs directed to at-risk youth
- Monitor and evaluate building dropout action plans
- Monitor academic studies being done in the District as they relate to dropout prevention and follow up on the results
- Work with the administrator of Alternative Education in designing alternative education programs for the District
- Create Districtwide Task Force on Dropouts comprised of community leaders, business leaders, teachers, and students to review District programs and plans
- In collaboration with Assistant Superintendents, review and recommend dropout program strategies and develop funding proposals
- Work in consultant capacity to the Superintendent and Assistant Superintendents on process and organizational development strategies for dropouts and school improvement program implementation

SECTION II

Dropout Related Administrative Actions and Activities

The following is a list of administrative actions and activities taken to address the dropout issue since the last report to the Board of Education. Some are specifically related to dropouts; others are management decisions that will impact dropouts.

A. SECONDARY EDUCATION

. Administrative Actions

- Dropout Plans and local school remediation plans are in place at each secondary school.
- Transitional, individualized educational plans for eighth and ninth grades are already in place at all high schools.
- New promotional and transfer policy for administrative staff is in place.
- Organizational options are being offered to high schools; e.g., Northwest Coalition for Better Schools.
- Vocational education survey is being conducted.
- Fred N. Thomas Career Education Center is strengthened via the "Major-Minor" options.
- Emily Griffith Opportunity School has implemented the Second Chance Program and the JOBSTART program.
- Partners in Education (PIE) Tutorial Program is in operation.
- Individual school improvement plans are to be in place by September 30, 1986.

. Evaluation

- Metropolitan Youth Education Center and the Alternative Learning Center have been evaluated and both programs are being restructured.
- Middle School Audit has been completed; changes are to be implemented.
- High school counseling programs are being evaluated.
- Instructional coordinators provide support for and systematic observation and evaluation of classroom activities.

. Staff Development

- Inservice training on use of suspension policies was conducted for all principals.
- Site-based management training is being provided.

B. ELEMENTARY EDUCATION

. Administrative Actions

- Dropout Plans are in place at each school. Plans include the identification process, follow up with parents of nonattenders, staff development activities.

- Elementary principals will incorporate information and recommendations from Teacher Forum on Dropout Prevention held Saturday, May 31, 1986, into plans for 1986-1987 school year.

- Elementary principals will complete a Dropout Analysis Report by November 1, 1986, to initiate formal early identification plans on a building-by-building basis.

- First grade class size was reduced for 1986-1987.

- K-2 curriculum (Phase I) was implemented.

- Dropout Prevention Project with EC-3 components is in place in four schools.

- Transitional plans for sixth graders to ensure successful articulation and transition between elementary and middle school experience have been developed.

- New promotional and transfer policy for administrative staff is in place.

- Homework Hotline is functioning to strengthen individual student success.

- Inservice training on suspension and expulsion policies was conducted for all principals.

- Recommendations resulting from HEAC research will continue to be reviewed and will serve as basis for staff and curriculum development activities.

. Staff Development

- The staff role in the Program for Pupil Assistance was evaluated, and changes were implemented that reflect priorities of direct student contact and assistance to students at-risk.

- Staff development plans will be created in each of four schools involved in the Chapter II Dropout Prevention Project. Staff Academy personnel will assist, support, and coordinate training for teachers in skills for conducting effective parent conferences and for recognizing different learning styles and teaching critical thinking skills.

. Site-based management training is being provided.

C. INSTRUCTIONAL SERVICES DIVISION

. Administrative Actions

- A K-12 curriculum review cycle, which includes a cultural bias assessment component, was initiated.

- A curriculum philosophy statement to guide the curriculum review process was developed.

- A K-2 curriculum that incorporates the ideas and philosophies of the Community Advisory Council EC-3 proposal presented to the Board last year was developed with Elementary Education.

- School improvement programs and approaches were reveiwed, and five options for implementation by each school were recommended.

- Training in school improvement programs were provided to each school.

- Inservice training programs on learning styles and strategies that include cultural differences were developed.

- An administrative academy for principals was developed.

. Evaluation

- The ALPAS Testing Program was reviewed and a method for school administrators to use the test in a more flexible and productive manner was was developed.

- The gifted and talented program was evaluated. Changes are being implemented.

- A nonlanguage-based, culturally free instrument to determine giftedness was introduced.

- Reading approaches being used in the District were reviewed; changes are being implemented.

- Iowa Test of Basic Skills was administered.

. Staff Development

- Inservice training on learning philosophies to serve as foundation for curriculum development was provided.

- Inservice training with John Goodlad and William Spady on school improvement processes was provided for staff.

SECTION III

Dropouts - An Approach to Solutions

The administrative actions and activities described in Section II are based on the conceptual model presented to the Board of Education in our February 1986 report. This section expands on the model and is based on the latest research to improve our schools and address dropout prevention in a meaningful way.

An underlying assumption of this approach is that any real change is going to occur at the school building level. The role of the Board of Education and central administration is to provide leadership and overall policy direction and to create an institutional management environment that is conducive to the changes required.

In our February 1986 report we outlined some of the reasons students drop out (Appendix A). A review of these points to the fact that the dropout problem is complex, and no one strategy is going to address it. Dropouts are merely a symptom of deeper underlying problems occurring within the school system and in society at large. Our approach to dealing with the dropout problem up to now has been to address symptoms rather than root causes.

Comprehensive Approach

Working with Dr. Frank Lucero and his associates at the University of Northern Colorado, we have developed a comprehensive approach to dropout intervention/prevention that takes into account the causal factors (root causes) related to dropouts. This approach will provide the Board of Education, the administration, and the community with a conceptual framework for discussion and action.

If real change is to occur, there first has to be a systemwide awareness of the complexity of the problem and then a collaborative school-by-school effort to address it. The goal of the plan is to focus on the dropout problem in a holistic manner, thus allowing us to make changes in programs, processes, and procedures in a thoughtful and systematic manner.

In reviewing the research, it is clear that the causes are as numerous as the problem is complex. The causes pinpointed in the literature matched the concerns raised by participants in the dropout conferences held last year. The same causes were reported to the Board of Education in the 1960s and '70s. It is time to move beyond research and develop action plans which incorporate what the research reflects.

Graphic Model

For ease of understanding, we have prepared a graphic model to demonstrate how the root causes relate to the entire system. The graphic model on the next page shows the causal factors in school systems that influence students' decisions to leave school. The causes for dropping out cut across the entire system, and any one cause can affect the others and create a multiple rippling effect throughout the system.

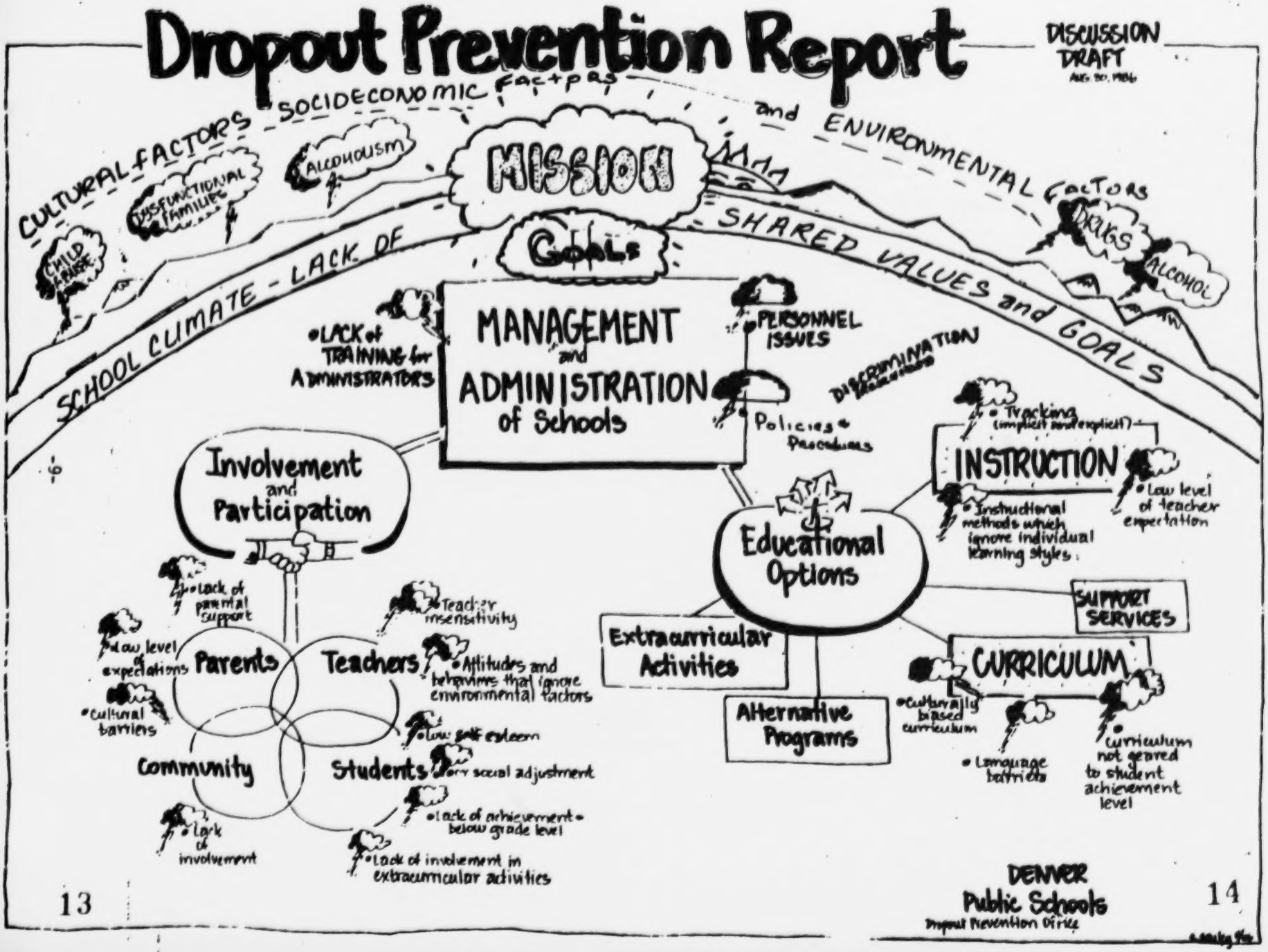
System Components

The model breaks the system down into significant components to demonstrate that the causes are related and interrelated. The purpose of this design is to show where actions must be taken throughout the system if we are to solve the dropout problem. The model does not preclude the development of specific dropout programs or alternative educational programs to meet specific and current needs. It does, however, give us a framework for intelligent decisions regarding these programs in the future. The design also allows the system to address these root causes in a rational and systematic manner rather than developing more "programs" in the name of dropout prevention. Based on the research, if the dropout problem is to be solved, it will require a careful, building-by-building assessment of each of the causal factors related to the components and how they are impacting the entire school delivery system.

The model demonstrates that some of the causes are beyond the school's direct jurisdiction, e.g., drug and alcohol abuse, dysfunctional families, single parent families, child abuse, socio-economics, etc. Such programs as the free lunch program, the Chapter I Early Childhood Education program, and remedial instructional programs at both the elementary and secondary

Dropout Prevention Report

DISCUSSION DRAFT
Aug. 30, 1986



DENVER Public Schools
Dropout Prevention Office

levels, and others address the problems; however, there continue to be many unmet needs embedded in the school system and society.

School System's Jurisdiction

Recognizing these unmet needs exist, the model attempts to address those that fall within the schools' direct jurisdiction. It also takes into account that different aspects of the environmental factors at the top of the chart can be impacted by creating partnership efforts with other organizations and agencies to address the issues outlined.

The mission and goals for schooling occupy the top of the chart and are critical components of the model. The Board of Education recently adopted a new mission statement, but the "goals" for schooling are still a nebulous factor. Based on the current research, the lack of goal definition is directly related to the ineffectiveness of our schools to excite and hold our youth. This appears to be a major weakness in school systems across the United States.

Goals for Schooling

The mission and, more specifically, the goals of schooling are many times vague and incomplete. This lack of definition about the purpose of schooling leaves the community, parents, and particularly students confused. This lack of clarity has tremendous implications for students and the community at large. We all know schools are for learning to read, write, and do math, but the schools serve a much broader function. John Goodlad in A Place Called School, Ernest Boyer in High School, and others who have done recent studies of schools emphatically make this point.

Goodlad argues, as well as others, that these goals of schooling be articulated and incorporated into all our interactions with the students, parents, and community at large. We have included an example of model goal statements in Appendix B. The four goal areas outlined are academic goals; social, civic, and cultural goals; vocational goals; and personal goals.

We recommend that the "goals for schooling" be discussed and agreed upon by the Board of Education to give us a common frame of reference for decisions regarding dropout programs and school improvement efforts. Thus defined, they can serve as an articulated foundation for educational decision making at all levels of the system, including parents, students, and the community. With the mission and goals as the base, we then can effectively evaluate our programs and processes to see whether we are achieving these stated outcomes.

Management and Administration

The management and administration of the schools occupy the center of the chart. How the schools are structured and managed appears to be key to the solution. How decisions are made and who makes them need to be articulated to the students, parents, and community.

There are a number of causal factors that surface in the literature regarding the management and administration of the schools that impact students' dropping out. Some occur at central administration, others at the building level, and some at the Board of Education level. Our policies and procedures in the areas of management and administration must be examined in light of the dropout phenomenon. For example, our suspension and discipline policies, attendance and truancy policies, personnel policies, and program development policies can have an impact on the problem. Sometimes the policies are clear, but the administrative practices used to implement them appear to be unfairly and unevenly applied, particularly as they relate to minority youth.

Involvement and Participation

The District is currently in the process of decentralization. This concept appears in all the school improvement/dropout literature and is absolutely necessary for a participatory management system if schools are to succeed (Appendix C). Inherent in the concept is the message of empowering people to perform. This message of empowerment is not limited to educational

literature. Such books as In Search of Excellence and Passion for Excellence give us models to emulate. The decentralization process can be a powerful motivator for administrators, teachers, staff, and students because it empowers them with a role in the decision-making process. This decentralization-participatory process would incorporate the involvement and participation component of the model and addresses many of the issues pointed out in the literature regarding the dropout phenomenon. The schools must assess carefully their parent, student, and community outreach efforts, taking into account the causal factors outlined. This cannot be done by central administration. Individualized school action plans must be designed to meet these needs. The individual dropout plans and school improvement plans at each building are an example of the recommended approach. As decentralization occurs, the principal and site-based management councils will be empowered to strengthen the involvement and participation component of the model.

Central Administration

Central administration can model the participatory management style that is necessary for this management concept to work. The central administrative staff must also practice the principles of participatory management. Participatory management is a label for a very important management concept. There are a set of attitudes and behaviors that must be exhibited to make this concept meaningful. To accomplish this goal, we recommend that a formalized staff development plan be initiated for this concept at all levels.

Educational Options

The next component, educational options, is divided into instructional methods and curriculum. Although the other areas mentioned are important, this is the heart and soul of the school operation. Dropouts are frequently behind in their school work (low achievement level), have not learned to read, have low self-esteem, etc. Many of these causes are directly connected to curriculum and instruction. For example, in the instructional area, teaching methods may ignore individual learning

styles; teachers and administrators may set low expectations for students; and teachers, staff, and administrators may not be aware of, or sensitive to, the socio-economic and cultural differences.

The lack of teacher and administrator awareness of the latter two points can impact the students' educational process. Attitudes reflect values, and attitudes affect behavior. These attitudes can affect student learning.

School-based Needs Assessments

Accordingly, principals can conduct needs assessments in their buildings in conjunction with the communities they serve and prepare staff development plans to address them. The Instructional Services Division is prepared to conduct inservice training in these areas through Staff Academy as requested by building principals. It also is recommended that the District initiate Pacific Institute's "Investment in Excellence," a human relations program currently being used in school districts across the country, to address attitudinal issues. The lack of success of minority students in our schools is just cause for this expenditure.

Curriculum Review

The Instructional Services Division has initiated a K-12 curriculum review cycle that will incorporate the issues related to dropouts in the review process. The collaborative curriculum review process also will evaluate the curriculum for cultural bias.

The Instructional Services Division has developed five school improvement options that have been made available to each building. Each principal is to develop a school improvement plan that takes into account the causal factors related to dropouts.

Program Development and Evaluation

The thrust of this report is to give everyone involved a clear picture of how the "causes" are embedded in the system. By design, this report does not propose specific "programs" to address the dropout issue. The one program recommendation for review, "Investment in Excellence," would be a collaborative process that would involve central administration, principals, and support staff.

Elementary Focus

In the past most dropout intervention/prevention strategies were focused at the high school level. Based on research and the system's experience, causal factors can be identified as early as the first three years of school. From a cost effective and human effectiveness model, the primary or preschool years are the place to begin intervention. Last year, through the use of federal funds, the District implemented a dropout prevention program in two schools. It focused on identification, attendance, and staff development. The impetus for the development of the proposal was the Hispanic Education Advisory Council's 1985 report to the Board of Education. This year the program has been expanded to four schools. Although program funds are available only in the four pilot schools, the ideas and programmatic components are being incorporated into all the elementary schools as a part of the District's dropout intervention efforts. Other administrative actions have supported this early intervention direction, e.g., reduction in first grade class size, revision of K-2 curriculum, etc.

New Program Development

In the area of "new program" development, it is recommended that new programs be developed at the building level with input from central administration. Programs initiated at the District level, for whatever reason (funding, contacts, etc.), should be based on a collaborative program development model with input from representative groups of principals and the Curriculum Department of the Instructional Services Division. The Instructional Services Division also should design,

and be responsible for, evaluation of "new programs," including development of a mechanism for ongoing evaluation of each new program introduced to the District. Each "new program" should be subject to a two-year "sunset" clause to ensure the programs are meeting their objectives.

It also is recommended that the Curriculum Department be responsible for review of new programs proposed no matter what the impetus. The purpose of the curriculum review process would be to determine how the "new program" fits into current curriculum offerings, cost effectiveness of the approach, and the long-range costs to the District. Again, this would be a collaborative process with involvement from the respective divisions to avoid duplicative efforts. Using the collaborative process recommended, the Curriculum Department would have the "final say" on new program offerings.

Conclusion

This report does not "solve" the dropout problem; however, it and the recommended actions can be a first step in attempting to address systematically the root causes for students' lack of success in our schools. Obviously, the dropout problem will not be solved with new programs alone. The entire school system, K-12, must embrace this issue, and each staff person, individually and collectively, must take actions to attack the issues outlined. The problem will not be solved until each person in the system "owns" the problem and decides to do something about it. This report, hopefully, will contribute to that process.

SECTION IV

Recommendations

1. That the goals of the Denver Public Schools be clarified, adopted, and articulated to the total community.

2. That an action plan for the implementation of decentralization be developed, including a staff development component.

3. That materials on decentralization of the schools be prepared and disseminated to the staff and community.

4. That principals conduct a needs assessment survey in each school to determine staff awareness and training in differentiated learning styles.

5. That each building principal assess the community's cultural and socio-economic environment and prepare plans for inservice training on this issue, as needed.

6. That the potential of the Pacific Institute human relations training program, "Investment in Excellence," be explored.

7. That policies and procedures for the introduction of new programs to the District be developed, including an evaluation component, and that new programs operate under a two-year "sunset" clause.

   (As a part of this new policy, the recently created District Dropout Prevention Office should be included in such reviews.)

8. That interventions be focused at elementary and preschool levels to ensure student success.

APPENDIX A

Contributing Factors

Some of the contributing factors for dropping out, as identified in the research and from our experience, are as follows:

- student's lack of achievement in basic skills
- cultural conflict with the school, including language barriers
- school suspension and attendance policies
- discrimination (race and class)
- tracking systems
- teacher insensitivity to socio-economic and cultural differences
- low level of teacher and parent expectations
- educational level of parents
- socio-economic factors
- lack of parental involvement
- curriculum that is not geared to actual level of student's achievement
- culturally biased curriculum
- instructional methods which ignore individual learning styles and success orientation
- lack of responsibility for learning by students

Research also indicates that at-risk students exhibit certain behaviors and attitudes. Some characteristics that may appear in the profile of at-risk students are the following:

- frequently absent, tardy, or truant
- are behind in school work
- are below the expected grade level for age
- have low grade point average and low achievement test scores
- dislike school or their teachers
- have difficulty relating to authority figures or school structure
- show limited extracurricular participation
- exhibit poor social adjustment
- have siblings or parents who have been dropouts
- fail to learn to read
- are gifted and talented and perhaps bored with school
- want to get married while still in school
- have parental responsibilities
- fail to see the relevance of education to later life experiences
- experience stressful home lives
- need to work
- have low self-concept

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DROPOUT CHARACTERISTICS

The following is an attempt by the Dropout Prevention Office to offer the Board of Education a clearer description of the student at-risk. Each characteristic of the at-risk student has been through a systematic factor analysis within one of the following characteristic descriptors - Achievement Level, Attendance, School Climate, and Socio-economics of the Home. Following each student descriptors paragraph is a short reference list that supports the preceeding paragraph. The reference list is limited to those authors and studies that support the student characteristic descriptors.

Achievement Level

As we examine at-risk students and their characteristics as they relate to school achievement, we tend to find students who have been identified as non-readers who are behind in their school work. Often they are achieving below their expected grade level and have a low G.P.A. and low test scores. However, there is also an abundance of information in the literature to show that many of these students are gifted and/or talented. Many of them tend to exhibit, at some point, boredom in the school setting. Existing school efforts tend, because of insufficient staff development, not to identify these students' areas of talent and/or giftedness. Every child, every person must have an identity. If they are not assisted in finding an identity of success, they will find an identity of failure.

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Attendance

If today's youth are to function effectively as the adults of tomorrow, they must be taught the importance school policy plays in guiding them to their roles as parent, worker, and citizen. Today's at-risk student typically is described by adults as a student exhibiting many problems. For a variety of reasons, these students are frequently absent, often truant, frequently tardy, and miss the critical point in the learning/ teaching process (focus) when the goal for the day is set. Missing that point tends to make the entire lesson seem irrelevant. As they get older, many of these students choose to miss school. School personnel become frustrated and even angry when these students seemingly prefer other activities to the classroom activity that has been painstakingly developed. This frustration can, and does, cause a personal conflict between school personnel and the student and the student's home.

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School Climate

School climate, an elusive but necessary component of education, is as essential to positive student attitudes as it is important to student achievement. A favorable school climate provides the framework within which students, school personnel, and parents function cooperatively and productively. A review of the literature on school dropouts has identified the following characteristics that strongly relate to school climate. These at-risk students, it seems, dislike school and school personnel. They seem to have difficulty in relating to school authority figures and to the school structure. Their participation in school-sponsored extra-curricular activities is limited or infrequent.

Scott Thompson, executive director of the National Association of Secondary School Principals, stated, "A beneficial school climate can produce better learnings as well as better feelings all around." He went on to say, "Schools can make a difference in the present and future lives of students and this difference is caused by the quality of climate. An environment of high expectations and generous assistance produces results."

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Socio-economics of the Home

The evidence from our review of the literature directs our attention toward the lower end of social stratification in our attempt to characterize the typical school dropout. According to Cohen and Hodges, as we view the lower class, we have all the essential elements of a vicious circle: (1) a set of life conditions characterized by powerlessness, deprivation, and insecurity; (2) the adoption of a view of the world as bleak and uncertain, partly a matter of realistic perception and partly an adaptive protection against disappointment; (3) on the basis of this world view, the adoption of a style of life characterized by "improvidence," etc.; (4) in consequence of the style of life, the more certain recurrence of the experience of powerlessness, deprivation, and insecurity; (5) a further, intensification of the pessimistic world view, partly on the basis of the fact that things did turn out badly after all, and partly to protect the self against the criticism of having brought about one's plight through one's own moral defect.

As we view the school dropout in relation to the above, we are struck by the fact that the "typical" school dropout normally experiences a stressful home life where family members are nonschool completers. These youngsters often fail to see the relevance of education to adult life experiences. Certainly, their perspective would be different than the student who comes from a stable home and whose family places more value on education. The student at-risk typically has a low self-concept and demonstrates difficulty in social adjustment. These youth often want to get married or are already parents. These descriptors, tied to the vicious circle described by Cohen and Hodges, are substantial.

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APPENDIX B

EXAMPLE

Goals/Outcomes for Schooling

A. Academic Goals

1. Mastery of basic skills and fundamental processes

1.1 Learn to read, write, and handle basic arithmetical operations

1.2 Learn to acquire ideas through reading and listening

1.3 Learn to communicate ideas through writing and speaking

1.4 Learn to utilize mathematical concepts

1.5 Develop the ability to utilize available sources of information

2. Intellectual development

2.1 Develop the ability to think rationally, including problem-solving skills, application of principles of logic, and skill in using different modes of inquiry

2.2 Develop the ability to use and evaluate knowledge, i.e., critical and independent thinking that enables one to make judgments and decisions in a wide variety of life roles - citizen, consumer, worker, etc. - as well as in intellectual activities

2.3 Accumulate a general fund of knowledge, including information and concepts in mathematics, literature, natural science, and social science

2.4 Develop positive attitudes toward intellectual activity, including curiosity and a desire for further learning

2.5 Develop an understanding of change in society

B. Vocational Goals

3. Career education-vocational education

3.1 Learn how to select an occupation that will be personally satisfying and suitable to one's skills and interests

3.2 Learn to make decisions based on an awareness and knowledge of career options

3.3 Develop salable skills and specialized knowledge that will prepare one to become economically independent

3.4 Develop habits and attitudes, such as pride in good workmanship, that will make one a productive participant in economic life

3.5 Develop positive attitudes toward work, including acceptance of the necessity of making a living and an appreciation of the social value and dignity of work

C. Social, Civic, and Cultural Goals

4. Interpersonal understandings

4.1 Develop a knowledge of opposing value systems and their influence on the individual and society

4.2 Develop an understanding of how members of a family function under different family patterns as well as within one's own family

4.3 Develop skill in communicating effectively in groups

4.4 Develop the ability to identify with and advance the goals and concerns of others

4.5 Learn to form productive and satisfying relations with others based on respect, trust, cooperation, consideration, and caring

4.6 Develop a concern for humanity and an understanding of international relations

4.7 Develop an understanding and appreciation of cusltures different from one's own

5. Citizenship participation

5.1 Develop historical perspective

5.2 Develop knowledge of the basic workings of the government

5.3 Develop a willingness to participate in the political life of the nation and the community

5.4 Develop a commitment to the values of liberty, government by consent of the governed, representational government, and one's responsibility for the welfare of all

5.5 Develop an understanding of the interrelationships among complex organizations and agencies in a modern society, and learn to act in accordance with it

5.6 Exercise the democratic right to dissent in accordance with personal conscience

5.7 Develop economic and consumer skills necessary for making informed choices that enhance one's quality of life

5.8 Develop an understanding of the basic interdependence of the biological and physical resources of the environment

5.9 Develop the ability to act in light of this understanding of interdependence

6. Enculturation

6.1 Develop insight into the values and characteristics, including language, of the civilization which one is a member

6.2 Develop an awareness and understanding of one's cultural heritage and become familiar with the achievements of the past that have inspired and influenced humanity

6.3 Develop understanding of the manner in which traditions from the past are operative today and influence the direction and values of society

6.4 Understand and adopt the norms, values, and traditions of the groups of which one is a member

6.5 Learn how to apply the basic principles and concepts of the fine arts and humanities to the appreciation of the aesthetic contributions of other cultures

7. Moral and ethical character

7.1 Develop the judgment to evaluate events and phenomena as good or evil

7.2 Develop a commitment to truth and values

7.3 Learn to utilize values in making choices

7.4 Develop moral integrity

7.5 Develop an understanding of the necessity for moral conduct

D. Personal Goals

8. Emotional and physical well-being

8.1 Develop the willingness to receive emotional impressions and to expand one's affective sensitivity

8.2 Develop the competence and skills for continuous adjustment and emotional stability, including coping with social change

8.3 Develop a knowledge of one's own body and adopt health practices that support and sustain it, including avoiding the consumption of harmful or addictive substances

8.4 Learn to use leisure time effectively

8.5 Develop physical fitness and recreational skills

8.6 Develop the ability to engage in constructive self-criticism

9. Creativity and aesthetic expression

9.1 Develop the ability to deal with problems in original ways

9.2 Develop the ability to be tolerant of new ideas

9.3 Develop the ability to be flexible and to consider different points of view

9.4 Develop the ability to experience and enjoy different forms of creative expression

9.5 Develop the ability to evaluate various forms of aesthetic expression

9.6 Develop the willingness and ability to communicate through creative work in an active way

9.7 Seek to contribute to cultural and social life through one's artistic, vocational, and avocational interests

10. Self-realization

10.1 Learn to search for meaning in one's activities, and develop a philosophy of life

10.2 Develop the self-confidence necessary for knowing and confronting one's self

10.3 Learn to assess realistically and live with one's limitations and strengths

10.4 Recognize that one's self-concept is developed in interaction with other people

10.5 Develop skill in making decisions with purpose

10.6 Learn to plan and organize the environment in order to realize one's goals

10.7 Develop willingness to accept responsibility for one's own decisions and their consequences

10.8 Develop skill in selecting some personal, life-long learning goals and the means to attain them

(Taken from "A Place Called School" by John Goodlad.)

APPENDIX C

Decentralization

Installing a bonus system in a production plant may not increase production at all. The failure may not lie in the adequacy of the bonus system as such, but in the fact that no account is taken of the workers' attitude toward the system and their understanding of it. People working in industrial relations have found that one of the key problems in labor-management communication involves the understanding of feelings. To assume that all the problems of workers can be solved entirely through wage systems is oversimplifying the nature of human needs.

Worker attitudes toward company goals are strongly affected by the degree to which their participation in decision making is welcomed by supervisors. Loyalty comes with feelings of participation, and participation in decision making is a major factor in the morale of all levels of employees. Participation, however, is not something which can be conjured or created artifically. You cannot buy it as you would buy a typewriter. Participation will not work as long as it is treated as a devise to get somebody else to do what you want them to do. Real participation is based on respect; it is acquired when the staff person faces the reality that the contributions of all persons involved in the operation are needed.

The direction for accountability through participative management techniques have been available in the private sector for some time. The procedure may be a bit more difficult to implement in education for education is both public and private. Such being the case, educators through careful, creative, and innovative planning have the potential to include participatory practices in an improvement process.

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